



MAINE STATE BOARD OF EDUCATION

23 State House Station
AUGUSTA, MAINE 04333

STATE OF MAINE

The State Board of Education held a regular monthly meeting on November 14, 2012, at Massabesic High School, Waterboro, Maine. The following members were present: Chair Steven Pound; Vice Chair Nancy Perkins; James Banks, Sr.; Martha Harris; Jana Lapoint; Heidi Sampson; Peter Geiger; Ande Smith; William Beardsley; Chelsey Whynot; and Kristin Bishop.

Also present were: Jim Rier, Deputy Commissioner

Excused: Mary Becker, Secretary Associate, State Board of Education

CALLED TO ORDER:

Chair Steven Pound called the meeting to order at 1:00 PM.

APPROVAL OF MINUTES:

It was unanimously voted by Board members present to approve the September 19, 2012 minutes as written.

COMMISSIONER'S REPORT:

- The Commissioner's report will be attached to the approved minutes at a later date.

OFFICER'S REPORTS:

Chair, Steven Pound:

- Committee Appointments (new Board members): William Beardsley will be serving on the Career and Technical Education Committee. Peter Geiger will be serving on the Construction Committee and the Teacher of the Year. Ande Smith will be serving on the Digital Learning Committee and sitting in on the Charter School meetings. Heidi will be serving on the Certification and Higher Education Committee.
- He attended a briefing session with PICUS. He was asked to attend as he has been involved with rural schools in Maine and Essential Programs and Services (EPS). They were very thorough and they have vast experience with what is happening in other states. They invited many groups and representatives in and

they received a lot of valuable information that was very consistent and we will await their report that will be sent to the Commissioner.

- He attended the National Association of State Boards of Education (NASBE) Fall Conference on October 10 - 13. NASBE is a professional group that is looking at membership and how many states are involved and with budget cuts, how many will stay involved. He personally values Maine's membership and it has been great to be involved with the services provided such as the New Board Member Institute. It has helped the Board in making better decisions. He has been elected to another two year term on the NASBE Board of Directors. One discussion was on Teacher Effectiveness and a report will be coming out from the Council of Chief State School Officers (CCSSO). Nancy Perkins and Martha Harris attended as well. The conference in July of 2013 will be held in Arlington.
- The New Board Member orientation was held on October 16. All new members were in attendance. Martha Harris, Nancy Perkins and Steve Pound attended as well. The Commissioner had department staff present on many topics.
- He attended a State Workforce Investment Board meeting where they are trying to find more ways to provide training dollars to people in Maine as they move forward with the current plan that they have.
- The Board retreat was canceled for a second time in October due to inclement weather. All of the presenters will be at either the December 12 or January 9 Board meeting to talk about LD 1422 and LD 1858.
- The Strategic Plan workshop is scheduled for Tuesday, December 11, 1:00 pm to 4:30 pm. Brad Hull from NASBE will be the facilitator for the meeting.
- Due to Storm Sandy, he did not attend the final meeting of the Council for State Governments on Deeper Learning in Florida.
- He attended various meetings with Mobilize Maine and the Tri-County Local Workforce Investment Board. They continue to look at education, training and partnering with community colleges and other organizations. The message Steve gave at the quarterly meeting is - as business people we can go a long way to helping education by making sure that the programs that are put in with workforce development have some national standards attached to them. They are not just a course they take and then they are done. Right now they have moved a lot in the last five years. Career and Technical Education all have national standards allowing for dual enrollments, allowing for some interpretation of a fifth year so people can move forward at their own pace. If we do not move that into workforce investment act funds we will be missing an opportunity to help connect the funds for a person to not only get a job, but to have credit when they return to school.

Vice Chair, Nancy Perkins:

Report of Meetings:

➤ ***Certification and Higher Education Committee Report:***

The Certification and Higher Education Committee met on October 22, 2012

In attendance: Harry Osgood, Mark Cyr, Jana Lapoint, Heidi Sampson, and Nancy Perkins-Chair

Guests: Dr. Brian Dorr and Dr. Craig Mason from the University of Maine joined us at 10:00 am. The meeting was called to order at 9:10.

Mark Cyr informed us that the notices of Ed Tech renewals were just sent out; the renewals are due on February 1st. The projected date for the new software to be totally on line may be March, 2013, instead of the May, 2012 date. Debrajeane Scheibel, DOE-Special Education will be initiating a conversation about changes in Chapter 115 regarding Special Education requirements.

Harry Osgood reported that the following institutions are in varying phases for seeking Board approval. Kaplan is requesting two Bachelor of Science degrees (Nursing and Information Technology) and one Associate of Science (I.T.) degree. InterCoast Community Institute is applying for four associate degrees. The Board will also write a MOU to the Education and Cultural Affairs committee indicating that a name change request to College instead of Institute was made to the Board. The Legislature must act on that request. The Institute for Doctoral Studies in the Visual Arts request to award the Master of Philosophy in the Visual Arts degree will also be on the next Board agenda. These reports will be included in the mailings.

St. Joseph's College will have a review that will focus on Special Education and an on line Master of Educational Leadership. Loyola also has a request for a review of their pastoral ministry program that currently enrolls three individuals. This program is run through the Catholic Diocese.

Harry is proposing a training session on degree granting to new members.

Harry is also suggesting that the Board host an implementation session on Chapter 114 for all teacher preparation programs. The committee endorsed this proposal and will assist Harry in arranging the details.

Dr. Brian Dorr and Dr. Craig Mason presented an overview of the courses that are being offered by the Center for Research and Evaluation at UMO. These courses are organized in a cohort that takes a four-course sequence. The courses address the needs of school districts in collecting, organizing, and analyzing all the data that is being generated. 80 to 85 % of the enrollees are administrators who are using real data from their districts as the basis of their course work. Dr. Dorr and Dr. Mason suggested the need for a certificate/designation to recognize data specialists. Typically either designation contains 15 credit hours and the suggestion was made to offer a Capstone project that would provide another three hours. The conversations around this proposal will continue. The meeting adjourned at 11:30.

➤ ***National Association of State Boards of Education (NASBE) 2012 Annual Conference:***

October 10 – 13, 2012

Purpose of Meeting: This is the yearly conference for NASBE. She chaired the study group that focused on the role of technology in schools and communities. The focus of the conference was the release of the document-BORN in ANOTHER TIME: Ensuring Educational Technology Meets the Needs of Students Today and Tomorrow. Nancy presented the summary and recommendations of the report during Saturday's session - On The Cutting Edge- and also moderated a conversation between Gov. Bob Wise, Executive Director of the Alliance for Excellent Education and John Bailey, Executive Director of Digital Learning Now.

Status: The report focuses on the elements that all State Board members need to consider when building a strategic plan and vision for technology in schools. The information contained within the report provides policymakers with a guide to determine if technology is working to meet the needs of today's students. The report will be available on line this month.

➤ ***Maine Educator Effectiveness Council:***

October 19, 2012

Purpose of Meeting: Fulfilling legislative charge of PL 635 which will recommend standards for implementing a system of evaluation and support of teachers and principals

Status: A report will be filled on November 1 to fulfill charge. The Council wishes to continue the work that has been started. The recommendations thus far are:

Teacher professional practice standards

1. The Interstate Teacher Assessment and Support Consortium (InTASC) set of standards is the set of professional practice standards for teachers that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in paragraph B.
2. As an alternative to using InTASC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for teachers:
 - National Board for Professional Teaching Standards (NBPTS)
 - Professional Practice standards in the model developed by The Danielson Group
 - Professional Practice Standards in the model developed by Marzano and Associates
 - Any set of professional practice standards that are determined by DOE to be aligned with InTASC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the InTASC set of standards of professional practice]
3. A "set of professional practice standards" for teachers includes:
 - Primary standards;
 - Supporting descriptions or indicators (e.g., performance, knowledge, dispositions, etc) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
 - Rubrics for each standard that are aligned with the adopted standards and that have four levels of performance (e.g. effective, distinguished, emerging, and ineffective).

Principal Standards of Professional Practice

1. The Interstate School Leaders Licensure Consortium (ISLLC) set of standards is the set of professional practice standards for principals that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in paragraph B.
2. As an alternative to using ISLLC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for principals:
 - National Board for Professional Teaching Standards Principal Standards (NBPTS-Principal)
 - Any set of professional practice standards that are determined by DOE to be aligned with ISLLC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the ISSLC set of standards of professional practice]
3. A “set of professional practice standards” for principals includes:
 - Primary standards;
 - Supporting descriptions or indicators (e.g., performance, knowledge, dispositions, etc) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
 - Rubrics for each standard that are aligned with the adopted standards and that have four levels of performance (e.g. effective, distinguished, emerging, and ineffective).

A. Measures of Student Growth and Learning

Discussion

The requirement to use student learning and growth outcomes as a factor in evaluating educators is a key feature distinguishing LD1858 PE/PG systems from evaluation systems currently in use in most Maine schools. The requirement derives from the desire to include outcomes (student learning and growth) as well as inputs (educator practices) in the evaluation process.

While all Council members agree that improving student learning and growth is the ultimate goal of the educational system, concerns were expressed by many members about using student achievement measures to rate teacher and principal job performance. The linkage of the effectiveness of an individual educator to the educational outcomes of a group of students is a complex task, and one that is fairly new in the field of education. Long-term research on the efficacy of the linkage is not yet available. Nonetheless, the Council performed its duty of identifying and recommending potential measures of student learning and growth that may be used in PE/PG systems under LD 1858. While the measures used in each system will be a local decision, each potential measure must have some degree of rigor and reliability as an indicator of educator effectiveness. The standards set forth in the Council

recommendation must be met by any student learning or growth measure to be used in a PE/PG system.

While statewide standardized tests (NECAP, SAT, upcoming SBAC assessments) provide a validated and uniform option, the vast majority of teachers do not teach in tested subjects or grades. Alternative commercially-available tests are available for other subject areas and grades and can be used in a fair way. Finally, assessments developed by teachers, schools and districts can measure student achievement, but must be validated in some independent way to ensure rigor and validity.

The recommendations below reflect the Council's answers to some key questions:

- ❖ Which students' learning and growth measures should be attributed to which teacher or principal? How long must the student have been taught or led by that educator?
- ❖ Do you use growth or absolute achievement?
- ❖ How do you account for different expected growth rates for students at the high and low ends of beginning achievement?
- ❖ How much data is enough to make a valid judgment about a teacher or principal?

Recommended:

- A. *Statewide, Standardized Tests (NECAP, SBAC, MHSA)* are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided:

Test results are included in the evaluation of a teacher or principal only if the test measures growth of a student after having been taught by that teacher, or being led by that principal;

Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring);

Results are included for a student only if the student took both the pre-test and the post-test;

The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not a student's height);

The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and

The data used in the evaluation is a statistically reliable sample, which may require 3-5 years of data, a power-analysis, etc).

- B. *Commercially available tests* (other than those described above) are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the standards listed in bullets under paragraph A.
- C. *District or school-developed assessments* are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the standards listed in bullets under paragraph A and:

They are developed collaboratively (with administrators and/or other teachers); and

There is some level of validation

Student portfolios may be useful as part of these assessments, but should not by themselves be measures of student learning and growth that indicate educator effectiveness

- D. *Student learning objectives (SLOs) and Individual Education Plan (IEP) goals are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they are assessed in a manner that meets all the standards listed in bullets under paragraph A (???)***
- E. *Student Perception Surveys and Community Perception Surveys* are not potential measures of student learning and growth that indicate educator effectiveness. However, these tools may be useful in evaluating a teacher or principal's performance against professional practice standards.
- F. *High school graduation rates* are not potential measures of student learning and growth that indicate educator effectiveness.
- G. *The School Accountability Index (SAI)* and the *Achievement Gap* are measures of schoolwide performance that will be used in the new federal accountability system in Maine (assuming we receive federal waiver). These are not potential measures of student learning and growth that indicate educator effectiveness for teachers. There is no consensus recommendation as to whether the SAI or the Achievement Gap were appropriate measures of student learning and growth for principals. The Council did not have time to address the Achievement Gap measure, and they divided evenly on the suitability of using the SAI as a measure for principals. Those who disapproved of it felt that it could result in double-counting of student achievement measures, since the SAI is a combination of measures listed above. Others felt that it should be listed as an option for local school districts to use as an alternative to, or in addition to, the measures that comprise the index.

➤ ***State Consortium on Educator Effectiveness – InTASC:***

September 27 - 28, 2012

Purpose of Meeting: The purpose was to bring together institutions of higher education, state boards, teachers of the year, and public education administrators to react to the rubrics (Progressions) for the InTASC standards.

Status: The uses of the Progression's format have the capabilities of spanning the teaching profession from pre-service, initial licensure, induction, license renewal, evaluation, and teacher self-assessment. The materials presented are the basis of a new way of looking at the transitions that an educator follows as he/she moves through his/her career in education. The work is still in the formative stages as the stakeholders work toward the ultimate goals of: 1) consensus on not only what effective teaching looks like but how to develop it and 2) building a comprehensive on line interactive system of support for teachers.

Education Related Activities:

- She participated in the New Member Orientation meeting on October 16.
- She participated in several college review teams – Kaplan University, St. Josephs, and ICCI.
- She represented the Board at the Maine Teacher of the Year Banquet in which Shannon Shanning was recognized as the 2013 Teacher of the Year. Peter Geiger was also in attendance.
- She represented the Board at the Maine Presidential Awardees in Mathematics and Science. Martha Harris was also in attendance.

BOARD MEMBER REPORTS:

Martha Harris:

➤ ***Construction Committee and Public Hearing on Chapter 61:***

The Construction Committee met on November 5, 2012.

The Committee met for an hour and then held the public hearing on Chapter 61. Present were Martha Harris, Jim Banks, Peter Geiger, Scott Brown, Ann Pinnette and Debra Vigue.

The Committee discussed the changes due to the interrelationship between statute and rule. Sarah Forster had been invited to help the committee understand the ways to expedite the changes without the need to go through APA process for a third year in a row. She was unable to make it. There will still be the opportunity to make changes that seem appropriate.

Committee also discussed rules, by-laws and meeting minutes access. It was agreed that the official minutes shall be posted on the web site; hard copies will no longer be necessary. This is accord with State Board minutes.

Committee discussed status of current projects and it is suggested that a request should be made to get some funds to consider a study of the advisability to have projects include CTE development.

The public hearing began at 10:00 am and adjourned at noon. There were no members of the public who attended.

➤ ***Advisory Committee for the Independent Review of Essential Programs and Services:***

The committee met on September 10 to review and assess the six proposals that had been received and met the criteria.

The committee scored the proposals. There were two that were outstanding and the committee determined both should be forwarded to the Education Committee for its determination.

She attended the public hearing before the committee on September 20. Picus and Associates and American Institutes for Research both presented. Vickie Wallach and She were asked to speak briefly because they had come down on opposite sides during the Advisory committee's deliberation. Both agreed that either company would be excellent. The committee's first vote was 5 and 5. The committee finally decided on Picus.

The Advisory committee will meet periodically as the Education Committee deems appropriate during the duration of the independent study.

➤ ***National Association of State Boards of Education (NASBE) 2012 Annual Conference:***

October 11 – 13 (Chicago)

Purpose: Professional Development

Highlights:

- Distinguished Service Award was presented to Steve Pound
- On the Cutting Edge with Digital Learning presentation by Nancy Perkins, Chair of the NASBE Study Group.
- Deb Deslisle, Assistant Secretary for Elementary and Secondary Education, Keynote Speaker "Tomorrow is Too Late".
- General Session on Common Core: David Coleman, Student Achievement Partnesa (now head of College Board), Christopher Koch, Illinois Superintendent and Jean Claude Brizard, Chicago Public School (he announced his resignation later that day and you would not have known it at the sessions).
- Admitted not enough involvement of the State Boards in development; is bi-partisan support; idea is smaller number of concepts/topics with more focus and in depth understanding; pre-service standards must be changed – must have depth of content as well as pedagogy; teacher evaluation systems – coherent and comprehensive; criterion for textbooks; realize that achievement will fall due to total transparency; CTE will contextualize more but rigor remains.
- "Stay the Course, Be Courageous, Clear and Firm"

- Breakout Sessions: Next Generation Assessments
- Excellent explanation of Smarter Balanced and PARCC consortia. Also DLM and NSCS for cognitively impaired students
- Critical Issues in Student Health: Karen McAvoy, Lisa Sharma Creighton, Ruchi Gupta
- Discussions about head injuries; food allergies; and nutrition
- Taking Action in Student Health: Connected with Karen KcAvoy who developed REAP. She put her in touch with Dr. Heinz in Maine (she met him at the MSMA conference where he and others presented)
- Most interesting bit of information was that most states have a State Board Member on the secondary organization in charge of Athletics. This is deemed very important because of policy aspects of their decisions. Should we have someone on the Maine Principals Association? It seems like a good idea to her.
- School Discipline: A Joint Session with NASBE and NCOSEA
- Regular Ed and Special Ed
- Keynote Speaker: Rebecca Mieliwocki, 2012 National Teacher of the Year “Supercharging the Education Profession by Reigniting the Power of One”
- The New England Common Assessment Program (NECAP): A Model for Managing Common Core: Measured Progress Stuart Kahn and Pat Ross
- Interestingly, they believe that assessments will ultimately be by smaller consortia, rather than the larger ones. Interestingly, the New England states have not chosen the same larger ones.
- She has numerous handouts, including a book on Summer School, studies on educator effectiveness, principal training and leadership, etc., should anyone wish to borrow them.

➤ ***Maine School Management Association:***

October 25 and 26

This is an important conference for professional development. The Board opted to hand out their brochure instead of presenting a clinic. The 2013 MSMA conference will be held on October 24 and 25. Put this on your calendar.

Highlights are as follows:

- Freedom of Access Act: Harry Pringle (good handout)
- Using a Standards-Based Curriculum that Accommodates Anytime, Anywhere Learning: RSU 18 and RSU 57
- School Board Liability: Melissa Hewey (good handout)
- Tamara Hall: Keynote Speaker – she bought her book if anyone wants to borrow it.
- Managing Head Injuries in the School Setting: DOE, Dr. Heinz, Nurse from SAD 17 and Athletic Trainer from RSU 21 – Sample draft policy; lively discussion.
- New Rules on Restraint and Seclusion: Eric Herlan and Ann Chapman – Scary and unintended (good handout)
- 2012 School Law in Review (good handout)
- New Teacher and Principal Evaluation Law: Bruce Smith (good handout)

- Standards – Roadblocks and Pitfalls to Avoid: SAD 15 – Excellent presentation (handout was emailed because they ran out)
- Commissioner spoke at Brunch
- The New Bullying and Cyber bullying Law: Ansley Newton, DOE. This was a fantastic clinic. Lots of lively discussion and lots of handouts
- Also got handouts re: Principal orientation and evaluation; Lobbying the New Legislature.

Education Related Activities:

- On September 5, Bea McGarvey presented to the SAD 22 Board. SAD 22 is a member of Cohort and is moving toward Student Centered, Standards-based education for all their students.
- On September 6, September 13, and October 9, she participated in negotiations.
- She attended a PREP Presentation to Superintendents and School Board Members by Rob Nadeau, Esq. regarding legal issues facing us. She is suggesting that the State Board have a presentation by the Executive Director of PREP in the near future.
- On September 27, she attended a District-wide in service regarding vision for education. John Davis was the speaker.
- She attended a Policy Committee meeting on October 1 and October 31.
- On October 22, she attended a Pre-School Programming meeting with Commissioner Bowen, pre-school providers, politicians, public, DOE pre-school specialist, CDS, SAD #22 administrators and Board members. There is a need for quality pre-school programs explored as well as possible community collaboration (RSU #1 type model). More meetings are planned with all private pre-school providers in the district invited.
- She attended a Steering Committee meeting to establish vision for their educational model on October 23 and November 5. Mary Jane McCallum is facilitating.
- On October 16, she attended the New Member Orientation. This was a long day filled with 13 separate presentations. Billed as new member orientation, she thinks Nancy, Steve and she got a lot out of it as well. It is amazing to realize the Boards responsibilities and the exciting things occurring in education at this time.
- She attended a Leadership Team meeting on October 25. The team met with Greg Scott regarding potential legislation.
- On November 9, she attended a banquet in Hallowell honoring the four finalists for the Presidential Award for Excellence in Mathematics and Science Teaching.

Chelsey Whynot:

- Her Mock Trial Team (Cape Elizabeth High School) made it to quarter finals and hopefully they will make it to states again this year.
- She has been planning the schools upcoming TedX event and the State Board members have all been invited.

Kristin Bishop:

- She is in the process of trying to set up a day where she can tour the Somerset County Career and Technical Education Center to observe a typical day at the school. She is hoping to work with the students and to get some notes and information that she can bring back to share with the Board.

Heidi Sampson:

- On September 24, she attended a Certification and Higher Education Committee meeting.
- She was sworn in to serve on the Charter School Commission on October 2.
- On October 16, she was at a Virtual School in Exeter, NH which was a phenomenal experience. Since then, she has met with Sarah Forster to get an overview from her of the visit.
- On October 22, she attended another Certification and Higher Education Committee meeting.
- She attended the Maine School Management Association's Fall Conference on October 25.

William Beardsley:

- He has been reading through the Maine Learning Results.
- He has been reading on the review of teacher education programs every five to seven years.
- He is trying to figure out what the Board's intellectual capacity is for the upcoming months and how everything fits together.

Peter Geiger:

- This is his first Board meeting so he does not have a report.

Ande Smith:

- He is looking forward to new assignments and will have a report at the December Board meeting.

Jana Lapoint:

- She attended a Certification and Higher Education Committee meeting on October 22.
- She has been busy with the Charter School Commission. She attended the Virtual School Conference in Exeter, NH. The Commission will be submitting a budget to Sawin Millet. They have hired an executive director for 2 1/2 days per week. They will be meeting for approvals next week. They have accepted five applications that they will be reviewing.

James Banks, Sr.:

- He has been busy with Charter Commission work.
- He attended a reading clinic at the University of Southern Maine. It was more for teachers and how they should approach reading.
- He attended one day of the Maine School Management Associations (MSMA) Fall Conference. It is a good conference for new members to attend to pick up on the latest trends in education.
- He attended two Construction Committee meetings.
- He attended the public hearing on Chapter 61.
- He attended several Charter Commission meetings and went to New Hampshire to visit a Virtual Education program.
- He attended the Arts Celebration Ceremony at the Blaine House. The kids do well and they appreciate the recognition.

CONSENT AGENDA:

APPROVAL OF THE TEAM TO REVIEW THE APPLICATION FOR INITIAL DEGREE-GRANTING AUTHORIZATION AS SUBMITTED BY THE INTERCOAST CAREER INSTITUTE TO CONFER ASSOCIATE OF APPLIED SCIENCE DEGREES.

RECEIPT OF THE REVIEW TEAM REPORT OF FINDINGS CONCERNING THE APPLICATION FOR ADDITIONAL DEGREE-GRANTING AUTHORITY AS SUBMITTED BY KAPLAN UNIVERSITY IN MAINE TO AWARD CERTAIN BACCALAUREATE AND ASSOCIATE DEGREES

MOVED by James Banks, Sr., seconded by Martha Harris, and unanimously voted by those present to approve the Consent Agenda.

NEW BUSINESS:

CONSIDERATION OF THE REVIEW TEAM REPORT CONCERNING THE APPLICATION FOR ADDITIONAL DEGREE-GRANTING AUTHORIZATION AS SUBMITTED BY THE INSTITUTE FOR DOCTORAL STUDIES IN THE VISUAL ARTS TO AWARD THE MASTER OF PHILOSOPHY IN THE VISUAL ARTS DEGREE

BACKGROUND: 20-A MRSA, § 10704 provides that any educational institution may confer certain degrees if it has been granted initial authority by an Act of the Legislature and subsequently seeks additional degree-granting authority through the Maine State Board of Education.

The Institute for Doctoral Studies in the Visual Arts, located in Portland, Maine, was initially granted degree-granting authority by an act of the Legislature in 2006. Officials from the Institute submitted an application seeking additional degree-granting authority to confer the degree of Master of Philosophy in the Visual Arts. The application calls for the institute to continue to be based in Portland, with instructional sites located in Tuscany (Italy), Paris, Venice, Berlin, and in New York City. A program approval visit with the applicant was conducted on the Husson University campus in Bangor on June 21, 2012. Following the program review a report was prepared which includes the

review team findings as well as a recommendation for State Board action. The Review Team's Report of Findings was distributed to Board members during the September 13, 2012 meeting.

RECOMMENDATION: That the State Board of Education accept the Review Team report and approve the request for degree authorization from the Institute for Doctoral Studies in the Visual Arts to confer the additional degree of Master of Philosophy in the Visual Arts.

MOVED by Nancy Perkins, seconded by Martha Harris, and unanimously voted by those present to accept the Review Team report and approve the request for degree authorization from the Institute for Doctoral Studies in the Visual Arts to confer the additional degree of Master of Philosophy in the Visual Arts.

REQUEST APPROVAL OF THE QUARTERLY REPORT OF THE MAINE CARL D. PERKINS GRANT AS AUTHORIZED UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (P.L. 109-270)

As a condition for the receipt of Federal funds to support vocational and technical education, §122 of the recently reauthorized Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270) requires a designated "eligible agency" in each State—in Maine's case, the State Board of Education—to submit a State Plan for Career and Technical Education. This plan was approved by the State Board on March 12, 2008. Further requirements are as follows:

"SEC. 121. STATE ADMINISTRATION.

"(a) ELIGIBLE AGENCY RESPONSIBILITIES.—The responsibilities of an eligible agency under this title shall include—

"(3) convening and meeting as an eligible agency (consistent with State law and procedure for the conduct of such meetings) at such time as the eligible agency determines necessary to carry out the eligible agency's responsibilities under this title, but not less than 4 times annually;

The State Board Chair requested, in accordance with Title 20-A, Section 405, 7, that the Board receives a quarterly financial report from the Career and Technical Education (CTE) team and the Department of Financial and Administrative Services (DAFS). We would like to submit this report as the first report for FY2013.

RECOMMENDATION: The State Board approve the Quarterly report for the period of June 30, 2012 through September 30, 2012 of the State of Maine Five-Year Plan for Career and Technical Education under the Carl D. Perkins Career and Technical Education Act of 200(P.L.109-270)

MOVED by James Banks, Sr., seconded by Nancy Perkins, and unanimously voted by those present to approve the Quarterly report for the period of June 30, 2012 through September 30, 2012 of the State of Maine Five-Year Plan for Career and Technical Education under the Carl D. Perkins Career and Technical Education Act of 200(P.L.109-270)

ANNOUNCEMENTS:

Submit travel and expense account vouchers to Mary at the end of the meeting.

CONGRATULATORY LETTER:

James Banks, Sr. received a letter from the Technology and Engineering Educators Association of Maine announcing Spruce Mountain High School teacher, Dan Lemieux as the recipient of their 2013 T.E.E.A.M./I.T.E.E.A. Teacher Excellence Award. This is a competitive award given each year to one outstanding high school Technology and Engineering Educator in Maine. The Association is encouraging the State Board to formally recognize Mr. Lemieux's extraordinary efforts.

MOTION by James Banks, Sr. for the Chair of the Board to send a congratulatory letter to Dan Lemieux on behalf of the State Board. Motion Carried.

STRATEGIC PLAN WORKSHOP:

Nancy distributed a draft copy of the proposed revisions to the Strategic Plan to be reviewed by Board members prior to the December 11 Strategic Plan workshop. Nancy and Steve gave a brief summary of the development of the Board's Strategic Plan.

PUBLIC COMMENTS:

ADJOURNMENT:

The November 14, 2012 meeting adjourned.